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IDENTIFIERS Library Services and Construction Act; Tutor Training; Volunteer Recruitment

ABSTRACT

The Monroe County Library (Union, West Virginia) and Peterstown Public Library (West Virginia) conducted a project that involved recruitment, retention, coalition building, public awareness, training, rural oriented, basic literacy, collection development, tutoring, computer-assisted, and intergenerational/family programs. The project served a community of 10,000-25,000, and targeted intergenerational/families. Tutoring was done one-on-one and in small groups, using the Laubach, Literacy Volunteers of America (LVA), and whole language methods. The project served 97 adult learners and provided 3,038 hours of direct tutoring service. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Appendices include: adult basic education registration form, student intake/permanent record form, and examples of learner goals. (SWC)

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ED 416 885

Monroe County Library and Peterstown Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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PART I. GENERAL INFORMATION

1. Monroe County Library
   Box 558
   Union, West Virginia 24983

   and

   Peterstown Public Library
   Box 698
   Peterstown, West Virginia 24963

2. Judith M. Azulay, Project Director

3. Grant Number R167A20207-92

4. Amount Awarded: $69,996
   Amount Expended: $67,965

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
✓ between 10,000 - 25,000
___ between 25,000 - 50,000
___ between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

✓ Recruitment
✓ Retention
___ Space Renovation
✓ Coalition Building
✓ Public Awareness
✓ Training
✓ Rural Oriented
✓ Basic Literacy
___ Other (describe)_____
✓ Collection Development
✓ Tutoring
✓ Computer Assisted
___ Other Technology
___ Employment Oriented
✓ Intergenerational/Family
___ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
___ Other (describe) _____
___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
✓ Intergenerational/Families
___ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

✓ Laubach ✓ LVA ___ Michigan Method
___ Orton-Gillingham ✓ Other (describe) whole language

5. If this project involved tutoring, how was it provided? (check as many as applicable)

✓ one-to-one tutoring ✓ small group instruction
___ classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? ✓ yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

ABLE Test
Laubach Way to Read Diagnostic Evaluation.
Students showed an average gain of 1 grade level for every 24.5 hours in the program.

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? ✓ yes ___ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

Tutors kept notebook with lists of sample qualitative changes from LVA and W.V. Dept of Education.
See p.3 of narrative for summary of results.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
___ recruitment brochure
___ resource directory
___ evaluation report
___ survey
___ newsletter(s)
___ other (describe)
Book of student writings

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 97

Of those served, how many received direct tutoring service? 63

How many hours of direct tutoring service did they receive? 3038

How many new volunteer tutors were trained? 10

How many current volunteer tutors received additional training? 28

How many volunteer tutors (total) were involved? 38

How many non-tutor volunteers were recruited? 5

How many service hours were provided by non-tutors? 90

How many librarians were oriented to literacy methods, materials, and students? 13

How many trainers of tutors were trained? 1

Part III: NARRATIVE REPORT

1 and 3

GOAL 1: To increase the reading ability of illiterate and functionally illiterate adults including parents of preschool and school aged children.

OBJECTIVE 1. To offer family literacy program to at least 150 adults, including parents of preschool and school aged children.

Activities: The project director and/or staff spoke at 14 community groups and churches. The project director made and maintained contact with agencies and other service providers of the potential families:

Monroe County Head Start

Monroe County Coalition for Children and Families

Monroe Health Center

Monroe Community Services

Monroe County Schools: Chapter I

Adult Basic Education

Classroom Teachers

Special Education

WV Department of Health and Human Resources

WV Department of Vocational Rehabilitation

WV Department of Corrections, parole officer

Greenbrier County Literacy Coalition

The project director and some of the students were interviewed for and appeared on the annual GED state-wide telethon, "GED IT." Posters were put up in 36 locations around

the county and handouts were distributed to over 200 Chapter 1 parents. One thousand handouts were distributed at the WV State Fair.

The project director spoke individually with students in the ABE/JOBS class to arrange tutoring for those who were interested.

OBJECTIVE 2. To tutor at least 50 adults in one to one tutoring sessions at the library.

Activities: Tutoring sessions were held at least once a week at each library. The Monroe County Library was open on Thursdays for the exclusive use of literacy students and their children. Tutoring was also scheduled at night, both when the library was closed and open. The Peterstown Library was open of Tuesdays for the exclusive use of the literacy students, their children and the literacy students who also were required by the WV Department of Health and Human Resources to attend the ABE/JOBS class.

Sixty-three students were tutored for a total of 3038 hours. Each student showed an average gain of one grade level for each 24.5 hours of tutoring. When possible, the project director pre and post tested each student. Students who were enrolled in the Adult Basic Education program were usually evaluated using an ABLE test since that is the state requirement. Students who were not enrolled in ABE were usually given the Laubach Way to Read Diagnostic Evaluation or the Challenger Placement Tool. Students were not pretested only if the project director thought that the student would be too fearful of a test. In that case, she did an informal evaluation. If test results were not available for a

post test, the project director and/or the ABE teacher relied on their best professional judgment of the level.

In addition to quantitative data, the students were evaluated on the basis of qualitative changes in their behavior. Tutors were asked to keep a log of changes in literacy behavior. This was erratic at best, but the project director interviewed students or tutors to obtain the following information:

BEHAVIOR	NUMBER OF STUDENTS WHO GAINED
Obtained GED	6
Voted for the first time	1
Got a job	9
Upgraded job	9
Improved job skills	36
Removed from public assistance	4
Improved ability to help their children	53
Entered vocational or other training program	7
Learned or improved computer skills	33
Obtained library card	32
Gained in survival skills	42
Improved ability to interact with community	34

In addition, students were evaluated on changes in self esteem on several different indicators. On the average, the students showed a gain in self esteem on 3.6 indicators.

OBJECTIVE 3: To increase adult's independent reading activities.

Activities: Approximately 730 books were purchased for this program. In all, the parents checked out 2431 books. This was calculated by sampling the number of books checked out in four different weeks throughout the year.

High interest-low vocabulary books were purchased for the library collections. These included books on the theme topics: "Water," "Health, Nutrition and Well-Being," " Ghost stories, old stories, love stories, family stories." Children and young adult non-fiction and large format books with engaging photographs and comparatively few words were purchased. Some excellent children's books were purchased so that the adults could increase their reading skills by reading books to their children.

GOAL 2: To develop and implement a whole language curriculum culminating in the production of a collection of student writing called "In Our Own Voice."

OBJECTIVE 1. To increase the breadth and depth of literacy students' personal experiences within their own community.

Activities: Students went on field trips a total of 56 times. These trips were associated with each topic and included the water bottling plant, sewage treatment plant, bakery, bowling alley.

OBJECTIVE 2. To increase the writing ability of at least fifty adults including parents of preschool and school aged children.

Activities: Fifty-three adults received tutoring in writing. The tutoring was tailored to the level of the students and included such techniques as 1) dictation, 2) the tutor transcribing students stories and then editing with the student, 3) language experience stories, 4) guided writing where the tutor prompts the student with a picture and asks questions, 5) duet writing where student and tutor take turns writing, 6) independent writing. Theme topics were used as a basis for much of the writing. This was an aid to the tutors as well as the students. Semantic mapping or webbing was a frequently used technique for independent writing.

Some students thrived in their writing experiences and greatly increased their self esteem. They realized that they could write and that someone was interested in what they had to say. Almost all the students who had not been in the program before expressed doubts at the beginning that they could write at all. "I can't do that" or "I have nothing to write about" were the most frequent comments. The writing was typed on the computer either by the student, the tutor or the staff so that students could easily edit the final drafts and so that they could see their stories "in print." This was highly motivating to them. Students were freed by the knowledge that changes were easy.

Thirty-three students learned or improved their computer skills on a simple word processing program. Several learned to use a computer typing tutor.

OBJECTIVE 3. To foster interaction between literacy students who are working to improve their writing skills.

We had hoped that students would work together to edit each other's stories. This proved to be difficult if not impossible. Students were very sensitive to the constructive criticism and corrections of their tutors. They were more shy about sharing unfinished stories with each other. Some of the students were downright mean about another's stories, partly out of their own insecurities, no doubt. When students would write together, it seemed to work out better. There seemed to be a difference between a student editing a story that another "owned" and "shared ownership."

OBJECTIVE 4. To produce a collection of student writing called In Our Own Voice.

Thirty-five students wrote stories for this collection. In addition, two family members added stories offering an alternative viewpoint. The topics for the collection were the same as the themes: "Water," "Well-being" and "Stories." Six hundred copies of the book was printed by the West Virginia Library Commission. Each student receives five copies, additional copies going to each tutor, cooperating agency, the WV Governor's Literacy Council, literacy councils across the state who request copies, and the general public. Last year, many tutors in other programs reported to us that they had used the

book for their students, that the reading level was excellent and the material was very interesting to students. One tutor reported that she had been unsuccessful for two years in trying to get her student to read anything, he only wanted to work in the skill books and did not believe that reading could be fun. He asked her if he could take her copy of "In Our Own Voice" home to read. Our students loved reading each others stories. The mother of an elementary school teacher reported that one of her pupils told her that her mother was an author! We expect the same kinds of reactions this time.

GOAL 3: To teach illiterate parents in at least 30 families how to help their child learn reading, writing, and communication skills.

OBJECTIVE 1. To teach at least 30 parents how to read to their children.

Activities: During the tutoring sessions, the project director and staff instructed and modeled reading to children and the tutors helped the parents select books to read to their own children. The tutors read the book with the parent, if necessary so the parent could read all of the words. Parents were encouraged to check out books for their children during every tutoring session.

Parents read a total of 2412 books to their children during the course of the project. This number was established by sampling during January and June and multiplying by 6. Read-along books and tapes were used for older children whose parents had low reading levels.

OBJECTIVE 2. To teach parents how to help their children make books.

Activities: The libraries supplied materials for book making. The children who attended story hour during tutoring sessions made books during that time. Parents worked on books at home, both with these children and with their school aged children. A total of 192 books were made.

GOAL 4: To improve the math abilities of adults who cannot perform basic mathematical computations.

OBJECTIVE 1. Increase math abilities of adults who cannot perform computations.

Activities: Thirty-five students were tutored in math. Most of this was in basic skills of multiplication with more than one digit, long division, and fractions. Most students increased their skills, but retesting proved difficult and wasn't done on a consistent basis. Competency assessment will be added next year.

OBJECTIVE 2. The libraries will provide math tutoring materials for students and tutors.

The KET Math Basics series was purchased with money from this grant and from a Thanks a Million grant. In addition, some math workbooks were purchased.

GOAL 5: To train or provide additional training for 50 literacy tutors.

OBJECTIVE 1. Recruit tutors.

Ten additional tutors were recruited during the project year. A total of thirty eight tutors received training in our program. We did not need fifty tutors since several students did

not attend the program for the entire period and some tutors were reassigned new students. Some math tutoring was done in small groups since much of the time during a session was spent with the students working problems on their own after receiving instruction. There was a shortage of tutors who felt comfortable in math and one of the goals for the coming year is to develop a training module to teach tutors how to tutor math.

OBJECTIVE 2. Train tutors in LVA or Laubach methods.

and

OBJECTIVE 3. Train tutors in the tutoring of writing.

Activities: Most of the training is done on an individual basis. Usually the tutor and student are matched before the training is done so the project director can tailor the training to the needs of that student. Feedback from tutors after the traditional LVA or Laubach 12 hour training session is that it is overwhelming. These sessions are geared toward showing tutors available techniques and materials for several levels of students and provide exposure to a broad range of materials. Tutors feel overwhelmed and insecure. In our program, the project director or staff is almost always on site and can provide guidance and on the job training for the tutors.

The project director has developed and refined a two or three hour workshop to train tutors in whole language reading and writing and has given this training once to tutors in Monroe County and three times to tutors at statewide Laubach trainings.

OBJECTIVE 4: Train tutors in the tutoring of math.

This proved to be a disappointment. We could not find anyone who was versed in the training of tutors in math. After several inquiries, we determined that there is no such program. This next project year, we will be beginning to develop such a program.

GOAL 6: To improve parents' ability to help their children succeed in school.

OBJECTIVE 1. Bring teachers and parents together at the library in a setting exclusively for families in the program.

Two sessions were held at the libraries for public school administrators and resource teachers and the parents. Attendance of the part of the parents was poor, a total of eight attended. We were not able to ascertain a reason for this. The project director met on an individual basis with seven Chapter 1 or special education teachers and parents.

OBJECTIVE 2. Provide parents with skills to help their children learn.

The project director met with the school teachers of the children of ten of the families in the program to discuss how the parents could best help their children in school. Most of the teachers stressed reading with the children and making sure that the children did their homework. The project director met with each parent and emphasized these suggestions. A surprising number of the parents seemed to think they had no control over whether their children did their homework or not. We had hoped to collaborate with the Monroe County Coalition for Children and Families' after school learning project program which would

provide tutors for children. Unfortunately, that program is not in place yet. The libraries were able to obtain tutors for five children of parents in the program. In addition, the project director helped train high school peer tutors. Several of the children tutored were children of parents in our program.

The project director and staff made the following observation about children who have been in our program two or more years. When there are two or more children in a family the younger one seems to be more developmentally on track than the older one. The younger one seems more advanced compared to the older one at that age. We attributed this to earlier intervention on the part of the staff, greater ability and motivation for involvement (reading to the children) on the part of the parent. We do not administer developmental tests to the children, and this is strictly an anecdotal observation.

GOAL 7: To allow students who do not own VCR's to view "Learn to Read" and "Another Page" videotapes at home

OBJECTIVE 1: Allow all students in the literacy program to view Learn to Read and Another Page videotapes at home regardless of income.

The libraries each purchased two TV VCR combinations. These were borrowed by five different families in the program. In addition, the tapes were viewed by fifteen other students at the libraries and the library loaned one of the TV's and a set of tapes to an offsite ABE class with six low level students.

GOAL 8: To eliminate barriers that prevent students from participating in literacy programs.

OBJECTIVE 1: To provide transportation for students.

Students were reimbursed for mileage. A total of $1935.00 was spent on mileage. This represented 7740 miles traveled. In addition, the WV Department of Health and Human Resources paid transportation for several of the students.

OBJECTIVE 2. Provide child care during tutoring sessions. In all, fifty-four children were cared for during tutoring sessions. Several of these were school aged children who came during the summer or during vacations. The children participated in reading and reading related activities at the libraries while their parents were being tutored. The librarian and/or the assistant librarians read books that related to the theme topics. Preschool and kindergarten children attended during the school year and they were joined by school age children during the summer. During the summer the children were often organized in cooperative learning groups or groups where the older children helped the younger children. Children's activities included writing or making books or making a craft that reinforced the book that was read to them.

OBJECTIVE 3. Increase motivation of parents to learn to read better.

Parents were approached to enter and stay in the program so that they will learn to read better so they can help their children succeed in reading. Parents were queried about their motivation for entering the program during the initial interview.

COMPARISON OF BUDGET AND EXPENDITURES LSCA, TITLE VI, 1992-1993

	BUDGETED	ACTUAL	DIFFERENCE (budget-actual
A. Salaries and Wages	33808.00	30137.72	3670.28
The budget was amended to transfer some of these funds to fringes in order to pay health insurance on the project director and the assistant at Peterstown.			
B. Fringes	6180.33	9820.22	-3639.89
See explanation of salaries and wages above			
C. Travel	980.00	1368.24	-388.24
E. Supplies	2950.00	3085.17	-135.17
F. Contractual Services	1200.00	1200.00	
G. Library Materials	7920.00	7801.13	118.87
H. Other			
1. Binding	200.00	112.88	87.12
2. Consulting	950.00	250.00	700.00
3. Telephone	350.00	537.26	-187.26
4. Printing	1170.00	1170.00	
5. Local transportation	4550.00	1935.10	2614.90
The WV Dept of Health and Human Resources provided transportation for their clients whom we tutored.			
6. Conference registration	300.00	126.00	174.00
7. Postage	348.00	194.56	153.44
8. Operating costs	2008.47	1548.86	459.61
9. Publishing Costs	750.00	3600.00	-2850.00
We underestimated this cost. The quality of the printing job by the WV Library Commission was far superior to anything we could get locally The Commission sends the pages out to the bindery. It is important for the student's self esteem to have a real "book. This is comparable to the price we paid last year.			
10. Audit (encumbered)	800.00	800.00	0.00
11. Liability insurance fo	1200.00	0.00	1200.00
It was impossible to purchase this insurance which was supposed to cove volunteers transporting students in their own cars. The Coalition van eliminated the need for this.			

COMPARISON OF BUDGET AND EXPENDITURES LSCA, TITLE VI, 1992-1993

	BUDGETED	ACTUAL	DIFFERENCE (budget-actual
12. TV-VCR and videocamera	4332.00	4277.53	54.47
Total	69996.80	67964.67	2032.13

4. The role of the library: "In Our Own Voice" is a totally library based project. All tutoring took place at the library. The library staff and project director operate as a team to implement the project. This project is recognized by the West Virginia Library Commission as one of the model library based literacy projects in the state and the project director is an active advocate of library based programs.

5. Cooperating agencies and organizations:

Monroe County Head Start: The literacy program coordinates with Head Start and the libraries are open for the sole use of the literacy program on the days when children are at the Head Start Centers. Head Start refers parents to our program. The project director was invited to be the speaker at the annual Head Start Award Banquet.

Monroe County Coalition for Children and Families: The project director and the library staff have been very active on the Board of Directors of this organization. The Coalition operates a van which provides transportation for some of the literacy students. In addition, the Coalition obtained a total of $24,000 to contribute toward the building of a Family Learning Center addition and alteration to the Peterstown and Monroe County Libraries respectively. These centers will house the literacy and ABE programs.

Monroe Health Center: Refers students and provides materials about health for the students.

Monroe Community Services: Refers students and provides services to our students. This past year the project worked out a deal with Monroe Community Services, the Monroe County Coalition for Children and Families, the WV Department of Health and Human Resources to build desk/study units for some of the families in our program with materials that were obtained through a Bell Atlantic/American Library Association Family Literacy Project grant.

Monroe County Schools, Chapter 1. The Chapter 1 Director is an expert in whole language in children. She provided many hours of consultation about whole language theory and techniques. In addition, a Chapter 1 math teacher consulted about math instruction.

Monroe County Schools, Adult Basic Education: The twenty hour a week ABE/JOBS program meets at the Peterstown Library on literacy day so that these students can be tutored. In addition, one of the other ABE classes meets at the Monroe County Library.

West Virginia Department of Health and Human Resources: Refers students and provides reimbursement for transportation for their eligible clients. In addition the project director and the DHHR staff consult often about how to better serve their clients.

The Union Lions Club provided eyeglasses to four of our students.

6. Monroe County Library

Peterstown Public Library

7. The LSCA, Title VI grant is crucial for the ongoing program. It is important for small rural programs without independent

grantwriters, without community financial resources, to be able to fund all aspects of a program. There was no effective literacy program in Monroe County before the libraries received LSCA funds. For the most part in West Virginia, the strong literacy programs only exist in communities with either a paid literacy coordinator or a dedicated individual who is financially affluent enough to be able to devote full time to the literacy effort.

There is no doubt that this program would not be able to exist if it were not for the LSCA Title VI funds. Turning the funding and implementation of literacy programs over to the State Departments of Education, for example, would rob the local programs of the flexibility that they need to implement programs that work for their community. For example, the libraries received adult literacy project funds administered through the WV Dept of Education and the local school system. This money was earmarked for transportation. Unfortunately, the school system could only reimburse our students once a month and they needed gas money on a weekly basis. The library could pay on a demand basis, but the school system could not reimburse the library (a third party). In order to make it possible for students to attend our program, the library had to reimburse them on a weekly basis. Then monthly, the students would sign over to the libraries the checks that they received from the school system. It was a bookkeeping nightmare.

Adult Basic Education Registration Form

ABE 400 ABE-4

STUDENT'S NAME _____ _____
LAST FIRST MI SOC. SEC. NO. (STUDENT ID #)

ADDRESS _____ _____
STREET P.O. BOX TELEPHONE NUMBER

_____ _____
CITY STATE ZIP SIGNATURE (Data Release Permission)

READING LEVEL:
Entry: _____ year/mo. Exit: _____ year/mo.
MATH LEVEL:
Entry: _____ year/mo. Exit: _____ year/mo.
LANGUAGE LEVEL:
Entry: _____ year/mo. Exit: _____ year/mo.
Testing not appropriate in: (state reason)
Reading _____
Math _____
Language _____

ENTRY DATE M D Y
RE-ENROLLMENT M D Y
TERMINATION DATE M D Y

AGE GROUP
1. 16-24
2. 25-44
3. 45-59
4. 60 and older

SEX
male
female

TEACHER _____
COUNTY _____ CODE #: ____
RESA _____
*FACILITY CODE | | | | | | |
*Volunteer Literacy, 353, Multi-County, JOBS sites, State Corrections only

A. STATUS AT ENTRY
(Circle 1 or 2)
1. Employed
2. Unemployed

B. Circle any applicable item(s)
1. Disabled adult
2. Immigrant adult
3. Homeless adult
4. Adult in correctional facility
5. Non-correctional institutionalized adult
6. High school graduate
7. Job Opportunities and Basic Skills (JOBS) referral
8. S.B. 14 student (16-17 yr. old/driver's license)
9. Workplace literacy student
10. Work release, home confinement
11. Public assistance recipient

C. PUBLIC ASSISTANCE RECIPIENTS (Complete only if B-11 is circled above)
(Circle applicable item(s))
1. Aid to Families with Dependent Children & employed
2. Aid to Families with Dependent Children & unemployed
3. Receiving food stamps & employed
4. Receiving food stamps & unemployed

D. ETHNIC GROUP
(Circle one only)
1. American Indian or Alaskan Native
2. Asian or Pacific Islander
3. Black, not of Hispanic origin
4. Hispanic
5. White, not of Hispanic origin

E. EDUCATIONAL FUNCTIONING LEVEL
(Upon entry - circle one only)
1. ABE - beginning (0 - 5.9)
2. ABE - intermediate (6 - 8.9)
3. ABE - advanced (9 - 12.9)
4. ESL - beginning
5. ESL - intermediate
6. ESL - advanced

F. PROGRESS AND SEPARATION
(Circle the one that best applies)
1. Completed his/her educational functioning level
2. Progressed in same educational functioning level but did not move to a higher level
3. Separated from ABE before progressing in his/her educational functioning level

G. MOVED TO A HIGHER EDUCATIONAL FUNCTIONING LEVEL (Complete only if F-1 is circled above.)
1. Yes
2. No

H. LOCATION (Circle one only)
1. Elementary/Jr. high school
2. Secondary high school/vocational school
3. Community college
4. Four year college
5. Learning center
6. Correctional institution
7. State/local institution for disabled
8. Work site
9. Library
10. Community-based organization center
11. Home or home-based
12. Other

I. ACHIEVEMENT (Circle each applicable item)
1. Improved basic skills for personal satisfaction and increased self-confidence
2. Obtained an external diploma
3. Passed the GED
4. Entered other education or training program
5. Learned the English language
6. Received U.S. citizenship
7. Registered to vote or voted for the first time
8. Obtained a job
9. Changed to or upgraded to a better job
10. Removed from public assistance
11. Improved ability to help children in school
12. Passed/attempted a state licensing test
13. Passed/attempted a vocational training or other postsecondary entrance exam
14. Obtained computer skills
15. Obtained a library card
16. Other (specify) _____

J. REASONS FOR SEPARATION (Circle each applicable item)
1. Completed objectives
2. Health problems
3. Child care problems
4. Transportation problems
5. Family problems
6. Location of class
7. Lack of interest
8. Instruction not helpful
9. Changed address or left area
10. To take a job (unemployed when entered)
11. To take a better job (employed when entered)
12. Enrolled in another education or training program
13. End of year, class terminated
14. Paroled/discharged
15. Transferred to another correctional institution
16. Other known reasons (specify) _____
17. Unknown reasons

WVDE 53-25-32 Revised 1/93

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Date: ☐☐/☐☐/☐☐

LVA Learner Intake/Permanent Record

Form 1

For Local Office Use Only (Please use blue or black ink)

Interviewed by: _____

Type of Program:
☐ Regular ☐ Corrections ☐ Workplace
☐ Family ☐ Migrant ☐ In-School
☐ Other _____

Program: ☐ BR ☐ ESL

Instruction: ☐ OTO ☐ SmGp ☐ ClassRm

Tutor Assigned: _____

Type of Institution:
☐ Library ☐ Corrections ☐ Agency
☐ School ☐ Other _____

Status: ☐ Active ☐ Transfer/Return
☐ No Test ☐ Terminated
☐ No Match

Learner Information: Learner ID Code _____

Name: _____

Address: _____

City/State/Zip: _____ Okay to Mail? ☐ Yes ☐ No

Phone (H): ( )____-_____ Okay to Call? ☐ Yes ☐ No

Phone (W):( )____-_____ (ext.) OK to Call? ☐ Yes ☐ No

Native Language: _____ ☐ Speak ☐ Read ☐ Write

Date of Birth: ☐☐/☐☐/☐☐

☐ Male ☐ Female

Place of Birth: _____

U.S. Citizen: ☐ Yes ☐ No Yrs in U.S.____

Marital Status: ☐ M ☐ S ☐ D ☐ W

Parent: ☐ Yes ☐ No # Children: ____

Ethnic Group: ____
1 Native American
2 Asian
3 Black
4 White
5 Hispanic
6 Not Available

Education: ____
1 Grade 0-4
2 Grade 5-8
3 Grade 9-11
4 H.S. Diploma
5 Some College
6 Not Available

Employment Status: ____
1 Full-time
2 Part-time
3 Unemployed
4 Disabled
5 Retired
6 Not in Labor Market
7 Seeking Work
8 Info Not Available

Occupation: ____
1 Professional
2 Managerial
3 Clerical
4 Technical
5 Service
6 Agriculture
7 Homemaker
8 Sales
9 Inmate
10 Other: _____

Source of Referral: _____
1 TV
2 Radio
3 Friend/Family
4 Employer
5 Library
6 Other Agency
7 Other Literacy Organization
8 Poster
9 Literacy Hotline
10 Other _____
11 Not Available
12 Special Event
13 PR Talk

Income Level: _____
1 (< 5,000)
2 (5-9,999)
3 (10-14,999)
4 (15-19,999)
5 (20-24,999)
6 (>25,000)
7 Not Available
8 On Public Assistance

Why did learner come to this program?

Told of Programs Offered? ☐ Yes ☐ No

Referred to Another Agency: ☐ Yes ☐ No Where? _____

Available to Meet:

	Morn	After	Eve
Mon	☐	☐	☐
Tues	☐	☐	☐
Wed	☐	☐	☐
Thurs	☐	☐	☐
Fri	☐	☐	☐
Sat	☐	☐	☐
Sun	☐	☐	☐

Instruction Preference: ☐ OTO ☐ Small Group ☐ Either

Tutor Preference: ☐ Male ☐ Female ☐ Either

Location Preference: _____

Transportation Mode: _____

Special Needs: ☐ Hearing Impaired ☐ Physically Disabled ☐ Wheelchair
☐ Teen ☐ Irregular Meeting Times

Initial Assessment:
☐ READ (Part III) ☐ ESLOA
☐ LVA Integrated Assessment

Interests:

Score: Topic:

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(OVER)

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LVA Learner Intake/Permanent Record (continued)

Goals Upon Entry/Progress Toward Goals

	Specific Goal	Date Set	Date Achieved	Specific Goal	Date Set	Date Achieved
1 Community						
2 Driver's License						
3 GED						
4 Job/Better Job						
5 Survival Skills						
6 Parenting Skills						
7 Voting						
8 Enter other Ed./Training						
9 Library/Creative						
10 Left Public Assistance						
11 Other _____						

Progress

Report Date: ☐☐/☐☐/☐☐

1. What overall progress has the learner made?
   - Fluency in: ❑ Reading ❑ Writing ❑ Speaking
   - ❑ Follows directions with greater ease
   - ❑ Other : _____
2. Changes in self-esteem (or integration into North American culture) noted:
   - ❑ More at ease ❑ Does more things alone
   - ❑ Has positive attitude to new projects
   - ❑ More pride in appearance ❑ Socializes more
   - ❑ Attempts things not willing to be tried before
   - ❑ More willing to read aloud and share ideas (with group)
   - ❑ More eye contact
   - ❑ Other : _____
3. What reading materials are being used?
   - ❑ Books ❑ Reading Series ❑ Poetry
   - ❑ Real Life Materials (newspapers, forms, handbooks, job manuals, menus, etc.)
   - ❑ Other: _____
4. What writing has been done?
   - ❑ Journals ❑ Letters ❑ Stories/Essays
   - ❑ Notes ❑ Poetry ❑ Job-related
   - ❑ Other: _____
5. What activities has the learner participated in?
   - ❑ Recruitment ❑ Media ❑ Speaking
   - ❑ Newsletter ❑ Support Group ❑ Talk to New Learners
   - ❑ Other: _____

Assessment *(every 50 Hrs):*

❑ READ ❑ ESLOA
❑ LVA Integrated Assessment

Re-Test Date:
Score: Topic:

Re-Test Date:
Score: Topic:

Re-Test Date:
Score: Topic:

Re-Test Date:
Score: Topic:

Instructional Hours

Date	Hrs This Period	Year to Date Hrs	Life to Date Hrs

Termination

Termination Date: ☐☐/☐☐/☐☐

Termination Reason: _____

1 Met Goals
2 Health/Pregnancy
3 Childcare Problems
4 Transportation Problems
5 Tutoring Location
6 Lack of Interest
7 Moved/Left Area
8 Personal
9 Job Conflict
10 Tutor Termination
11 Tutor/Learner Sched Conflict
12 Unknown
13 Other _____

Additional Comments:

Length of Stay in Program: _____

1 0-6 hours 4 26-50 hours
2 7-12 hours 5 >50 hours
3 13-25 hours 6 Not available

Assessment at Termination

❑ READ ❑ ESLOA ❑ LVA Integrated Assessment

Score: Topic:

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EXAMPLES OF LEARNER GOALS

Citizenship (00)
- -Apply for Citizenship
- -Reading pertaining to Religious Community Activities
- -Participate in Neighborhood Watch
- -Read Newsletter

Driver's License (01)
- -Apply for Driver's License
- -Take Driver's Test

Began GED (02)
- -Register for GED classes

Job/Better Job (03)
- -Read Classified Ads
- -Apply for Armed Services
- -Read Notes from Co-workers
- -Read Work Related Materials
- -Read Manuals
- -Read Instructions to Operate Equipment
- -Fill Out Application
- -Take Test for a Job
- -Write Notes to Co-workers
- -Write Reports
- -Fill Out Orders/Requisitions

Survival Skills (04)
- -Read Menus
- -Write Shoppping Lists
- -Read Newspaper/Magazines
- -Write Checks
- -Open/Use Checking/Saving Accts.
- -Apply for Unemployment Insurance
- -Read Lease/Rental Agreements
- -Read Labels in Drug Store
- -Fill Out Insurance Forms
- -Read travel guides and maps
- -Find Number/Address/Info in Phone Book/Yellow Pages
- -Read Recipes
- -Read Cooking Directions/Food Labels
- -Read Bills
- -Balance Checkbook to Statement
- -Apply for Safe Deposit Box
- -Complete Credit/Loan Application
- -Read Medication/Prescriptions
- -Apply for Medicare/Medicaid/HMO
- -Read Bus/Airline/Train Schedule
- -Read Car Repair Invoices

Parenting/ Family (05)
- -Read Notes from School
- -Read to Child
- -Read/Write Cards/Letters
- -Participate in Scouting Program
- -Write Notes to School
- -Help Child with Homework
- -Particiapte in PTA

Voting (06)
- -Register to Vote
- -Read Ballot and Vote

Entered Other Educational Training (07)
- -Enter Training Program
- -Enter Adult Basic Education (ABE) Program
- -Take Adult Basic Education (ABE) Classes
- -Apply for College

Library Card (08)
- -Apply for Library Card
- -Check Out Books
- -Use Reference Materials
- -Read in Library
- -Check Out A/V Materials

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